



# California and the Every Student Succeeds Act

Approval of the ESSA State Plan  
State Board of Education Meeting  
September 13, 2017



**CALIFORNIA DEPARTMENT OF EDUCATION**  
Tom Torlakson, State Superintendent of Public Instruction

# Plan Development Timeline

Date	Plan Development Activity
July 12, 2017	<ul style="list-style-type: none"><li>State Board of Education (SBE) provides direction regarding revisions to the draft ESSA State Plan</li></ul>
August 8, 2017	<ul style="list-style-type: none"><li>Revised draft posted as an Information Memorandum</li></ul>
August 24, 2017	<ul style="list-style-type: none"><li>Revisions based on stakeholder feedback shared with California Practitioners Advisory Group (CPAG)</li></ul>
August 25, 2017	<ul style="list-style-type: none"><li>Last day for stakeholders to submit comment on August draft</li></ul>
September 13, 2017	<ul style="list-style-type: none"><li>ESSA State Plan presented to SBE for approval</li></ul>
September 18, 2017	<ul style="list-style-type: none"><li>ESSA State Plan submitted to U.S. Department of Education (ED)</li></ul>

**TOM TORLAKSON**  
State Superintendent  
of Public Instruction





# Recommendation

The CDE recommends that the SBE approve the Every Student Succeeds Act (ESSA) State Plan for submission to ED on September 18, 2017, pending SBE Executive Director approval of final revisions requested by the SBE and correction of any typographical errors.

**TOM TORLAKSON**  
State Superintendent  
of Public Instruction





# Beyond the ESSA State Plan

- New standards, frameworks, and instructional materials
- New assessment system
- Local Control Funding Formula
  - New accountability and continuous improvement system
    - Multiple-indicator system with 13 statutorily defined student groups
    - Support for districts with struggling student groups beginning this fall
- This work will continue well beyond submission of the ESSA State Plan

**TOM TORLAKSON**  
State Superintendent  
of Public Instruction



# Commitment to Continuous Improvement

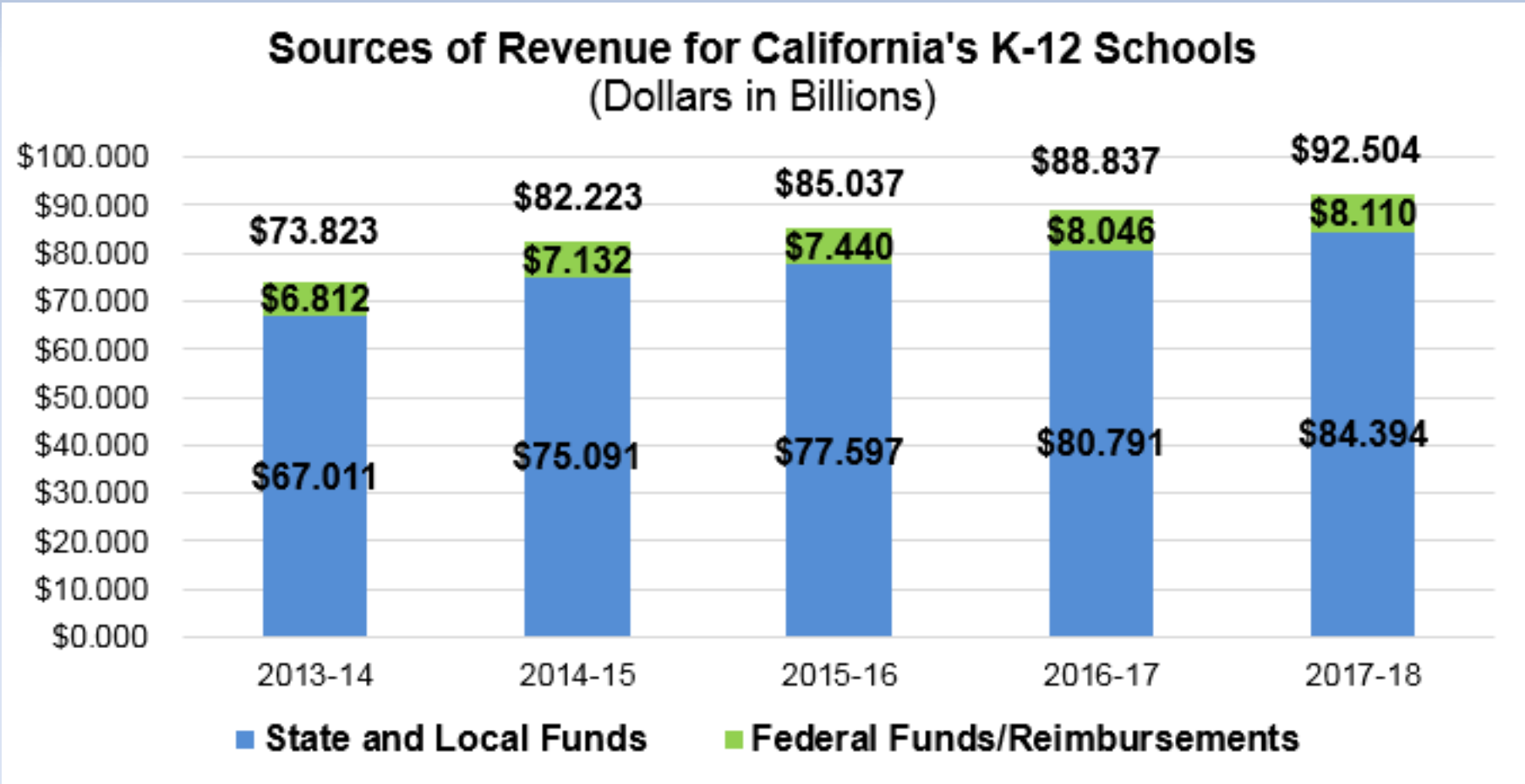
“This culture of continuous improvement must infuse all parts of the system, **including continuous improvement for the system itself**, through evaluative mechanisms that allow us to learn from local experience and revisit the indicators, tools, and systems of support we use to ensure they are working as intended.”

**TOM TORLAKSON**  
State Superintendent  
of Public Instruction



Source: *Preparing All Students for College, Career, Life, and Leadership in The 21st Century*, the report from the Superintendent’s Advisory Task Force on Accountability and Continuous Improvement, page 3. Available at <http://www.cde.ca.gov/ta/ac/ar/documents/account-report-2016.pdf>.

# Revenue Sources for K-12 Education



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction



# Application for Federal Funds

The plan describes what the state will do to address ESSA requirements as requested in the plan template. To the greatest extent possible, it has been written to:

- Address prompts in the template and ED's peer review criteria
- Avoid "to be determined" responses

The plan does not go beyond what is requested in the template. It does not:

- Address all ESSA provisions
- Describe all of California's current and future activities
- Describe what LEAs will do to address ESSA requirements



# ESSA State Plan Guiding Principles

- Goal: Create a single, coherent system that avoids the complexities of having separate state and federal accountability structures.
- Ensure that state priorities and direction lead the plan with opportunities in the ESSA leveraged to assist in accomplishing goals and objectives.
- Refresh applications, plans, and commitments to ensure that local educational agencies are evidencing alignment of federal funds to state and local priorities.
- Use the ESSA State Plan to draw further focus to California's commitment to the implementation of rigorous state standards, equity, local control, performance, and continuous improvement.
- Leverage state administrative funds to realign California Department of Education (CDE) operations to state priorities.
- Strategically approach state-allowed reservations from Title programs to further state priorities.

**TOM TORLAKSON**  
State Superintendent  
of Public Instruction





# August State Plan Draft: Revisions

- Integrate stakeholder feedback
  - CPAG
  - Public comment period participants
- Address peer review criteria
- Support implementation of LCFF
  - Adhere to guiding principles
  - Assume implementation of California's integrated local, state, and federal accountability system will continue well beyond plan approval

**TOM TORLAKSON**  
State Superintendent  
of Public Instruction





# May State Plan Draft Maintained

- Plan sections not subject to peer review
- Minimal feedback collected
- Two programs:
  - 21<sup>st</sup> Century Community Learning Centers
  - Rural and Low-Income School Program

**TOM TORLAKSON**  
State Superintendent  
of Public Instruction



# Assessment

- Feedback received:
  - Need for assessments in multiple languages to support bilingual programs
  - Wide-ranging comments regarding primary language assessment and California Spanish Assessment (CSA), many supporting their use in the accountability system
    - Support for students taking CSA and Smarter Balanced assessment, but some concern about over-testing
- Revisions made:
  - Additional language signaling the intent to obtain direction from SBE regarding the use of a valid and reliable CSA in accountability

# Accountability: Feedback

- Strong interest in rewarding progress towards goals rather than punishing lack of progress
- Most support for “All Applicable Indicators” option to identify lowest-performing schools
- Mixed feedback whether an icon displayed on the Dashboard for meeting the 95% assessment participation rate is sufficient
- Suggestions for methods other than or beyond the participation rate icon including follow-up investigations, removing opt outs from the rate, icons for student group participation, incentives for meeting 95%, and campaign to explain importance of the participation rate
- Conflicting opinions regarding 5 to 7 year long-term goals

**TOM TORLAKSON**  
State Superintendent  
of Public Instruction



# Accountability: Revisions

- Utilize “All Applicable Indicators” option for identifying lowest-performing 5% of schools
- Utilize baseline methodology for identification including identifying schools within LEAs identified for support under LCFF and add new criterion for identifying LEAs that have at least one very low-performing school
- Utilize multiple icons to report assessment participation rate in the Dashboard
- Set long-term goal for required indicators at High (Status) and Maintained (Change) Green cell and set timeline for meeting long-term goals in 7 years

**TOM TORLAKSON**  
State Superintendent  
of Public Instruction





# School Support and Improvement: Feedback

- More information regarding roles of the California Collaborative for Educational Excellence (CCEE), county offices of education (COEs), and the CDE/Superintendent of Public Instruction
- More information regarding resource allocation review and monitoring
- Support for detailed needs analysis to identify root causes collaboratively developed with district, schools, and community
- Support for regional support system using best practices and responsive to local context with individualized, needs-based support
- Identify best practices and systems achieving gains to support districts and schools to learn from each other through support network

**TOM TORLAKSON**  
State Superintendent  
of Public Instruction



# School Support and Improvement: Revisions

- Description of California's statewide system of support
- Much more information regarding specific activities and supports at foundational, differentiated assistance, and intensive intervention levels of support
- More information regarding roles of the CCEE, COEs, the CDE, and their interactions with each other and the field at each level of support
- More details regarding resource allocation review and monitoring
- Information regarding local needs analysis to determine root causes

**TOM TORLAKSON**  
State Superintendent  
of Public Instruction



# Access to Educators: Feedback

- More detail regarding waivers, definitions, what data will be used
- Address “ineffective teacher” requirement
- Strong support for coherence and alignment with LCFF state priorities, specifically Priority 1
- Clarify distinction among teacher categories
- Note flexibility afforded to charter schools in regard to definitions
- Support for educator equity within a coherent statewide system of support

**TOM TORLAKSON**  
State Superintendent  
of Public Instruction





# Access to Educators: Revisions

- Include working definition for “ineffective teacher” that focuses on LCFF Priority 1 and aligns with guiding principle to develop a single, coherent system
- Report school and district data for credentialing statuses recognized by state law
- Indicate continued development of statewide system of support’s capacity to support teaching effectiveness and conditions
- Note flexibility afforded to charter schools in regard to definitions

**TOM TORLAKSON**  
State Superintendent  
of Public Instruction



# School Conditions: Feedback

- Include School Conditions and Climate Work Group recommendations: vetted climate surveys for educators, parents, and students; clearinghouse of valid and reliable tools; and continuous improvement resources to support data analysis
- Provide additional detail regarding strategies to:
  - Reduce incidents of bullying and harassment
  - Reduce the overuse of discipline practices that remove students from the classroom
  - Reduce the use of aversive behavioral interventions that compromise student health and safety
  - Increase use of restorative practices and positive behavioral supports
- Utilize parent engagement strategies to support school conditions and climate

# School Conditions: Revisions

- Describe the work of the School Conditions and Climate Work Group and the Ad Hoc Family Engagement Work Group
- Include key resources and strategies leveraged within the statewide system of support:
  - Student, teacher, and parent school climate survey supports;
  - Project Cal-Well student mental health strategies;
  - Tobacco Use Prevention Education strategies;
  - California Attendance Peer Learning Network chronic absenteeism identification and reduction strategies; and
  - Intensive planning and professional learning supports/technical assistance for LEAs serving identified schools, including using evidence-based practices to reduce incidents of bullying and harassment; overuse of discipline practices that remove students from the classroom; and use of aversive behavioral interventions that compromise student health and safety; and increasing use of evidence-based positive behavioral supports

**TOM TORLAKSON**  
State Superintendent  
of Public Instruction



# School Transitions: Feedback

- More details and stronger language regarding career technical education (CTE) and career pathways and the connection to the Dashboard indicators
- Concerns about lack of support for students transitioning into and out of middle school, a critical stage to prevent dropouts
- More attention to the transition from early education programs to elementary school including a commitment to a P–12 system, data sharing, guidance for LEAs to work with early education providers, and articulation agreements
- Align description of Early Assessment Program (EAP) to reflect recent CSU policy changes and ensure students deemed less than “ready” receive adequate support
- Promote data sharing and partnerships between high schools and colleges

**TOM TORLAKSON**  
State Superintendent  
of Public Instruction





# School Transitions: Revisions

- More information about the work to promote and expand student access to CTE and career pathways, including information regarding the College/Career Indicator
- Information regarding LCAP Addendum requirements regarding transitions and guidance for addressing the requirements
- More supports for middle school transitions
- Plan refers to a “P–12” system where appropriate
- EAP description updated to align with CSU policy change on placement exams

**TOM TORLAKSON**  
State Superintendent  
of Public Instruction



# Education of Migratory Children

- Feedback received:
  - More details on the identification of migratory student needs and outcomes guiding local Migrant Education Programs
- Revisions made:
  - Now that it is finalized, results of the statewide Comprehensive Needs Assessment are included, updating sections on identifying needs and measurable program objectives and outcomes

**TOM TORLAKSON**  
State Superintendent  
of Public Instruction





# Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk

- Feedback received:
  - Provide more information about how COEs support connections between programs, program objectives and outcomes, and the alternative accountability system
  - Provide transition services for students integrating back into schools
  - Many questions regarding purpose of the program and appropriate use of funds
- Revisions made:
  - More information regarding the work of COEs
  - More detail regarding purpose and uses of funding

**TOM TORLAKSON**  
State Superintendent  
of Public Instruction





# Supporting Effective Instruction: Feedback

- More detail regarding access and equity and supporting continuous improvement
- Numerous requests for more detail in the area of supporting school leaders
- Importance of ongoing professional learning for teachers
- Importance of supporting educators to provide well-rounded education
- Use the Quality Professional Learning Standards as a frame for support
- Include explicit support for the California Subject Matter Projects

**TOM TORLAKSON**  
State Superintendent  
of Public Instruction







# Supporting Effective Instruction: Revisions

- Reference to all SBE-adopted standards
- Reference to the Quality Professional Learning Standards
- More detail regarding supports for school leaders
- Use Title II, Part A funds to support the California Subject Matter Projects
- Use Title II, Part A funds to build the capacity of districts to address access and equity issues within the statewide system of support
- More specificity regarding supporting educators to identify and meet the needs of students with specific learning needs

**TOM TORLAKSON**  
State Superintendent  
of Public Instruction



# English Language Acquisition and Language Enhancement

- Feedback received:
  - Standardization of entry and exit criteria: general support to wait for new reclassification procedures until after ELPAC is implemented
  - Coordination of early education with the TK–12 system
  - More professional development for teachers and administrators regarding supporting English learners
- Revisions made:
  - More clarity regarding availability of additional tools, toolkits, and guidance documents
  - Include preschool to serve a P–12 system



# Student Support and Academic Enrichment Grants

- Feedback received:
  - More detail and guidance needed
- Revisions made:
  - Per SBE motion, LEA funding will be distributed via formula
  - Anticipation of discussion regarding state-level activities funds at September meeting

**TOM TORLAKSON**  
State Superintendent  
of Public Instruction





# Education for Homeless Children and Youth Program: Feedback

- Strengthen plan contents regarding homeless preschoolers
- More information regarding identifying/tracking homeless children and youth
- More details regarding professional development opportunities
- Guidance for LEAs to develop relationships with health and community organizations providing services to homeless families
- Address how recent state legislation concerning homeless children and youth can be supported by this work

**TOM TORLAKSON**  
State Superintendent  
of Public Instruction



# Education for Homeless Children and Youth Program: Revisions

- More actions and details regarding:
  - Activities designed to heighten awareness for homeless preschool-age children,
  - Data and reporting,
  - Professional development opportunities,
  - Implementation of state laws,
  - Coordination with other agencies and programs,
  - Services for unaccompanied youth, and
  - Monitoring

**TOM TORLAKSON**  
State Superintendent  
of Public Instruction



# Feedback on August 2017 Draft

Topic	Number of Comments
Visual and Performing Arts	198
Title I, Part A: Access to Educators	146
Gifted and Talented Education Programs	7
Comments addressing multiple topics	4
Title I, Part A: Accountability	4
Health and Wellness	3
Education for Homeless Children and Youth program, McKinney-Vento Homeless Assistance Act	2
Foster Youth	1
Title II Leadership Development	1
Miscellaneous: school gardens and teacher librarian positions	2

# Proposed Revisions in Attachment 2

- Revise language on page 4 regarding the definition of curriculum frameworks
- Make several revisions on page 51 in the section of the plan regarding disproportionate rates of access to educators
- Select one of the two options presented on page 84 regarding use of Title IV, Part A state-level activities funds

# Definition of Curriculum Frameworks

- Glossary definition of curriculum frameworks in August draft refers to “core” curriculum areas
- Concerns from stakeholders regarding omission of non-“core” curriculum areas
- New definition goes beyond “core” areas to reference all curriculum areas for which the SBE has adopted curriculum frameworks

TOM TORLAKSON  
State Superintendent  
of Public Instruction





# Title I, Part A: Access to Educators

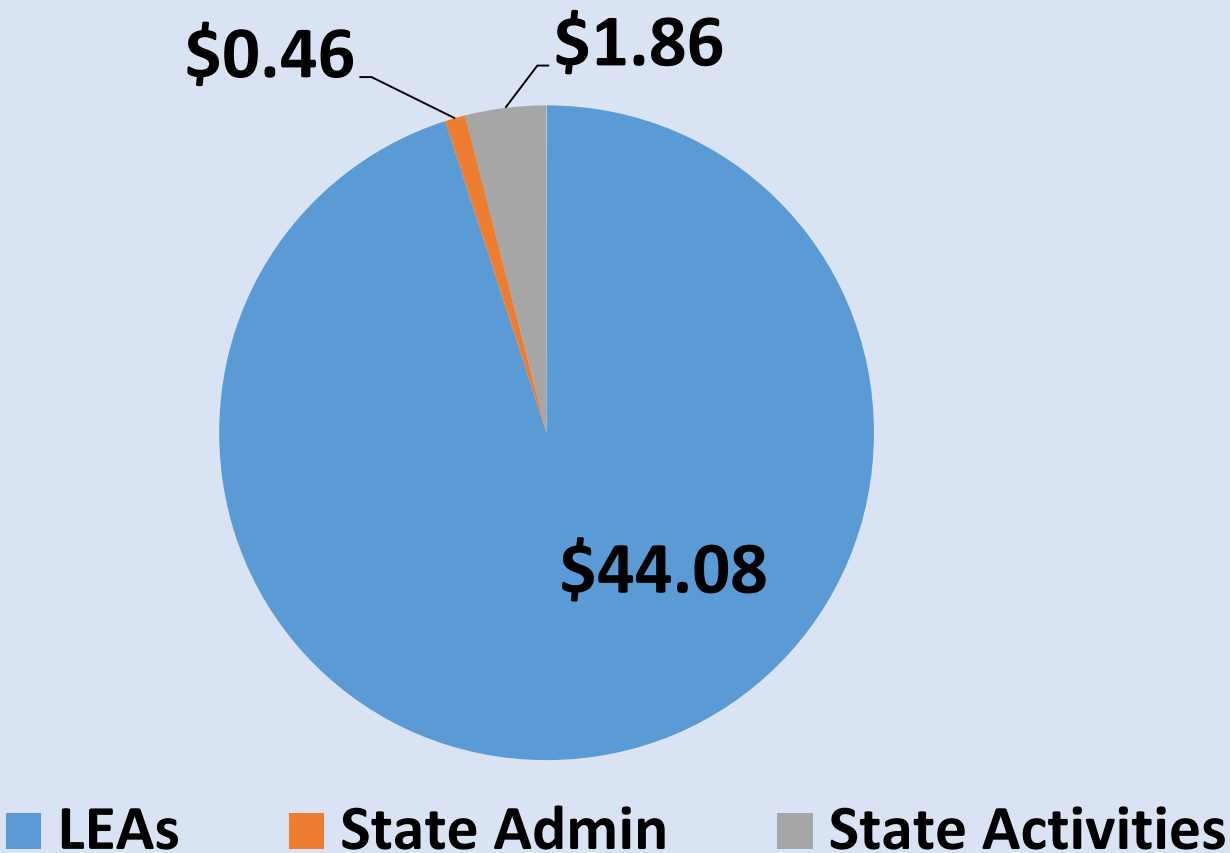
- “Ineffective” teacher definition in August 2017 draft references access to teachers who are “appropriately assigned” under state law and “fully credentialed” in alignment with LCFF Priority 1
- Concerns from stakeholders regarding inclusion of interns in this definition and its potential implications for the teacher shortage
- New definition focuses on whether a teacher is misassigned or teaching without a credential

**TOM TORLAKSON**  
State Superintendent  
of Public Instruction



# Title IV, Part A: 2017 Funding

(\$ Amount in Millions)



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction



# Title IV, Part A: State Activity Funds

- LEA subgrants will be distributed via formula. Local funds may be used to support:
  - Well-rounded education activities
  - Safe and healthy students activities
  - Effective use of technology
- State activity funds may be used in accordance with ESSA Section 4104(b) or transferred to another program

TOM TORLAKSON  
State Superintendent  
of Public Instruction



# ESSA Section 4104(b): State Activities

- (1) providing monitoring of, and training, technical assistance, and capacity building to, local educational agencies that receive an allotment under section 4105;
- (2) identifying and eliminating State barriers to the coordination and integration of programs, initiatives, and funding streams that meet the purposes of this subpart, so that local educational agencies can better coordinate with other agencies, schools, and community-based services and programs; or
- (3) supporting local educational agencies in providing programs and activities that—
  - (A) offer well-rounded educational experiences to all students, as described in section 4107
  - (B) foster safe, healthy, supportive, and drug-free environments that support student academic achievement, as described in section 4108,
  - (C) increase access to personalized, rigorous learning experiences supported by technology

**TOM TORLAKSON**  
State Superintendent  
of Public Instruction



# Additional Suggested Revisions

- Correction on page 29 regarding the English Learner Progress Indicator
  - Number of students reclassified instead of reclassification rate
- Correction on page 39 regarding identification of schools
  - Schools with graduation rate below 67%
- Addition of language to address new ESSA State Plan requirement: Appendix B
  - Ensuring equitable access and participation to all

# Additional Suggested Revision: Page 29

The ELPI baseline data is based on student progress between the 2014 and 2015 CELDT administrations and ~~<begin delete> 2014 <end delete>~~ ~~<begin add>~~ *the number of students reclassified* ~~<begin delete> reclassification <end delete>~~ ~~<begin add>~~ *in 2014* ~~<begin delete>~~ ~~rates <end delete>~~ for Status, compared to student progress between the 2013 and 2014 CELDT administrations and ~~<begin add>~~ *the number of students reclassified in 2013* ~~<end add>~~ ~~<begin delete>~~ ~~reclassification rates <end delete>~~ for Change.

The ELPI baseline data is based on student progress between the 2014 and 2015 CELDT administrations and the number of students reclassified in 2014 for Status, compared to student progress between the 2013 and 2014 CELDT administrations and the number of students reclassified in 2013 for Change.

**TOM TORLAKSON**  
State Superintendent  
of Public Instruction



# Additional Suggested Revision: Page 39

Three years of data will be used to identify schools; therefore, newly opened schools will not be identified for comprehensive support and improvement until the third year of data is available. However, all schools and student groups with a graduation rate below 67 percent will be given the lowest performance level, Red, on the California School Dashboard. This performance level will be used as part of the criteria when determining schools under consideration of comprehensive support <begin delete> ~~within~~ <end delete> <begin add> *in addition to* <end add> the lowest 5 percent (section A.vi.a).

**TOM TORLAKSON**  
State Superintendent  
of Public Instruction



# New Requirement: Appendix B

- New plan requirement made available for 30-day public comment on July 24, 2017
- States must provide written response to address assurances under Section 427 of the General Education Provisions Act
- A description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally assisted program for students, teachers, and other program beneficiaries with special needs
- Statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age.

**TOM TORLAKSON**  
State Superintendent  
of Public Instruction





# Additional Suggested Revision: Appendix B

California state law ensures that all persons in public schools—regardless of gender, race, national origin, color, disability, or age—are provided equitable access to, and participation in, federally-assisted education programs. Per California *Education Code*:

- Section 200: It is the policy of the State of California to afford all persons in public schools, regardless of their disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, equal rights and opportunities in the educational institutions of the state. The purpose of this chapter is to prohibit acts that are contrary to that policy and to provide remedies therefor.
- Section 201(a): All pupils have the right to participate fully in the educational process, free from discrimination and harassment.

# Additional Suggested Revision: Appendix B (continued)

- Section 220: No person shall be subjected to discrimination on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance or enrolls pupils who receive state student financial aid.
- Section 250: Prior to receipt of any state financial assistance or state student financial aid, an educational institution shall provide assurance to the agency administering the funds, in the manner required by the funding agency, that each program or activity conducted by the educational institution will be conducted in compliance with the provisions of this chapter and all other applicable provisions of state law prohibiting discrimination. A single assurance, not more than one page in length and signed by an appropriate responsible official of the educational institution, may be provided for all the programs and activities conducted by an educational institution.

**TOM TORLAKSON**  
State Superintendent  
of Public Instruction



# Additional Suggested Revision: Appendix B (continued)

- Section 260: The governing board of a school district shall have the primary responsibility for ensuring that school district programs and activities are free from discrimination based on age and the characteristics listed in Section 220 and for monitoring compliance with any and all rules and regulations promulgated pursuant to Section 11138 of the Government Code.
- Section 262.3(a): A party to a written complaint of prohibited discrimination may appeal the action taken by the governing board of a school district pursuant to this article, to the State Department of Education.

**TOM TORLAKSON**  
State Superintendent  
of Public Instruction



# Recommendation

The CDE recommends that the SBE approve the ESSA State Plan for submission to ED on September 18, 2017, pending SBE Executive Director approval of final revisions requested by the SBE and correction of any typographical errors.

**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

